

27 Aug 01

DEPARTMENT OF THE AIR FORCE
Aerospace Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

**A1410, JOINT ORGANIZATION: SERVICES
AND UNIFIED COMMANDS**

CONTENTS

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Educational Goals	A1410-G-1 thru G-3
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RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New Lesson Plan	Supercedes ABC lesson 1310 dated 12 Feb 01

SUMMARY OF CHANGES

EDUCATIONAL GOALS

A1000 Area Objective: Apply aerospace power capabilities and officership principles to warfighting.

A1400 Phase Objective: Comprehend how Joint operations are planned and executed at the strategic and theater/operational levels.

A1410 - JOINT ORGANIZATION: SERVICES AND UNIFIED COMMANDS

Lesson Objective 1: Comprehend the significance of the Goldwater-Nichols Act of 1986.

Samples of Behavior:

(R/S) 1.1 - Explain the historical bases for the Goldwater-Nichols Act.

(R/S) 1.2 - Describe how the Goldwater-Nichols Act affected the Department of Defense.

Lesson Objective 2: Know the purpose of the joint staff divisions.

Samples of Behavior:

(R/S) 2.1 - Identify the purpose of J-1, Personnel.

(R/S) 2.2 - Identify the purpose of J-2, Intelligence.

(R/S) 2.3 - Identify the purpose of J-3, Operations.

(R/S) 2.4 - Identify the purpose of J-4, Logistics.

(R/S) 2.5 - Identify the purpose of J-5, Plans.

(R/S) 2.6 - Identify the purpose of J-6, Communications.

Lesson Objective 3: Know the nine Unified Commands.

Samples of Behavior:

(R/S) 3.1 - List the five geographic Unified Commands.

(R/S) 3.2 - List the five functional Unified Commands.

Lesson Objective 4: Know selected command relationships.

Samples of Behavior:

(R/S) 4.1 - Define Combatant Command (COCOM).

(R/S) 4.2 - Define Operational Control (OPCON).

(R/S) 4.3 - Define Tactical Control (TACON).

(R/S) 4.4 - Describe the Supported Commander.

(R/S) 4.5 - Describe the Supporting Commander.

Lesson Description: This lesson covers the details of Joint organization, including the roles of the Services and the Unified Commands. Each Unified Command is commanded by a Commander-in-Chief (CINC). This lesson discusses the divisions of a CINC's typical joint staff, as well as the command relationships that describe the levels of authority of the CINC and subordinate commanders in Unified Commands. In addition, this lesson accounts for the evolution of today's Joint organization by covering Operation EAGLE CLAW, Operation URGENT FURY, and the Goldwater-Nichols Department of Defense Reorganization Act of 1986.

Prerequisites: None

Preparation: Read A1410, Joint Organization: Services and Unified Commands.

Read AFDD 1, pp. 61-65.

Optional: N/A

Rationale/Linkage: This lesson introduces the A1400 Phase of instruction, which primarily focuses on Joint warfighting at the strategic and theater/operational levels. At the strategic level, the United States employs its Armed

Forces as a Joint team to achieve national objectives. At the theater/operational level, this Joint team is organized into Unified Commands. This lesson covers the details of Joint organization, including the roles of the Services and the Unified Commands. Each Unified Command is commanded by a Commander-in-Chief (CINC). This lesson discusses the divisions of a CINC's typical joint staff, as well as the command relationships that describe the levels of authority of the CINC and subordinate commanders in Unified Commands. In addition, this lesson accounts for the evolution of today's Joint organization by covering Operation EAGLE CLAW, Operation URGENT FURY, and the Goldwater-Nichols Department of Defense Reorganization Act of 1986. The rest of the A1400 Phase of instruction explains in greater detail how Joint organizations plan and execute Joint operations.

INSTRUCTIONAL PLAN

1. **TITLE AND LENGTH OF SEMINAR:** Joint Organization: Services and Unified Commands (1:00)
2. **RELATION TO OTHER INSTRUCTION:** This lesson introduces the A1400 Phase of instruction, which primarily focuses on Joint warfighting at the strategic and theater/ operational levels. At the strategic level, the United States employs its Armed Forces as a Joint team to achieve national objectives. At the theater/operational level, this Joint team is organized into Unified Commands. This lesson covers the details of Joint organization, including the roles of the Services and the Unified Commands. Each Unified Command is commanded by a Commander-in-Chief (CINC). This lesson discusses the divisions of a CINC's typical joint staff, as well as the command relationships that describe the levels of authority of the CINC and subordinate commanders in Unified Commands. In addition, this lesson accounts for the evolution of today's Joint organization by covering Operation EAGLE CLAW, Operation URGENT FURY, and the Goldwater-Nichols Department of Defense Reorganization Act of 1986. The rest of the A1400 Phase of instruction explains in greater detail how Joint organizations plan and execute Joint operations.
3. **GENERAL METHOD OF INSTRUCTION:**
 - a. **Presentation Method:** Guided discussion
 - b. **Time Outline:**

Segment Time	Total Time	Description
0:05	(0:05)	Introduction
0:10	(0:15)	MP I: Historical Background
0:15	(0:30)	MP II: Goldwater-Nichols Act Impact
0:05	(0:35)	MP III: Joint Staff Division Structure
0:05	(0:40)	MP IV: Unified Command Structure
0:15	(0:55)	MP V: Command Relationships
0:05	(1:00)	Conclusion

c. Instructor Preparation:

- Review the lesson plan.
- Read A1410, Joint Organization: Services and Unified Commands.
- Read AFDD 1, pp. 61-65.

d. Instructional Aids/Handouts:

- Slides

e. Student Preparation:

- Read A1410, Joint Organization: Services and Unified Commands.
- Read AFDD 1, pp. 61-65.

f. Strategy: This lesson is a guided discussion focusing on how and why the United States organizes its Armed Forces as a Joint team to achieve national objectives. Main point 1 covers Operations EAGLE CLAW and URGENT FURY to give students enough historical background to understand why Congress found it necessary to pass the Goldwater-Nichols Department of Defense Reorganization Act of 1986. Main point 2 goes into some detail about the impact of the Goldwater-Nichols Act. Main points 3 and 4 cover some of the features of the nine Unified Commands and the divisions of their Joint staffs, and main point 5 explains various command relationships such as COCOM, OPCON, and TACON. This entire lesson should be a guided discussion--use it to gauge whether the students understand the material presented in the assigned reading. The questions in the lesson plan will help you guide the discussion, but remind students to feel free to ask their own questions throughout, too. Keep the students engaged, but remember that even though the reading covers most of this material, the students themselves may not be experienced enough in these topics for the guided discussion format to work very effectively in all cases. If students have difficulty answering particular questions, be prepared to adjust your delivery technique to more of an informal lecture style.

g. References: N/A

4. DETAILS OF INSTRUCTION:

a. Introduction: 0:05 (0:05)

1) //Attention//

[SLIDE]



How do the different Services work together to fight as a Joint team? Well, in the past, the answer might have been, “Not very well.” At times, unclear Joint organizational structure caused a lot of confusion, and the Services found it difficult to train and interact with each other as part of a Joint team. Unfortunately, in the past, soldiers, sailors, airmen, and Marines sometimes lost their lives due to our own ineffectiveness, rather than due to enemy action.

2) //Motivation//

But today, the answer is, we do fight well as a Joint team--and you’re about to hear how we managed to correct the mistakes of the past, to make Joint operations effective. This is important because someday you, too, might fight as part of the Joint team, so you need to understand how and why you fit into the team.

3) //Overview//

[SLIDE]

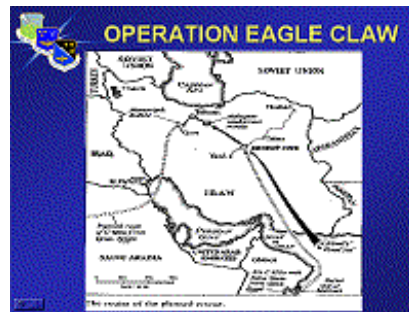


In this lesson, we'll discuss how a Federal law called the Goldwater-Nichols Act changed Joint operations and Service interactions for the better. In addition to the Goldwater-Nichols Act and its historical background, we'll discuss how joint staffs are organized and talk about the nine Unified Commands. Finally, we'll look at several different types of command relationships and how they affect Joint operations.

(TRANSITION): LET'S BEGIN WITH SOME OF THE HISTORICAL BACKGROUND THAT LED UP TO THE GOLDWATER-NICHOLS ACT. FIRST, LET'S TALK ABOUT OPERATION EAGLE CLAW.

b. MP I: Historical Background: 0:10 (0:15)

[SLIDE]



LEAD OFF QUESTION (LOQ): WHAT WAS OPERATION EAGLE CLAW? RECAP SOME OF THE DETAILS FROM THE READING.

ANTICIPATED RESPONSES (AR):

- 53 American hostages were being held by militant Iranian students
- On 24 April 1980, the US launched a complex attempt to rescue the hostages
- Initial phase of the plan called for a staging rendezvous at a point called "Desert One" (Three MC-130s, three EC-130s and 8 USS Nimitz-based RH-53D helicopters planned to rendezvous)
- At Desert One, the forces were supposed to consolidate, refuel the helicopters, and proceed to assault the 27-acre US Embassy in Teheran
- Assault team planned to extract the hostages with the helicopters, and then fly 35 miles south to load the rescued hostages onto waiting C-141s
- The team required a minimum of 6 helicopters to complete the rescue
- Eight helicopters left the Nimitz, but only 6 arrived at Desert One
 - Of those 6, one was not operational due to a hydraulic failure

- The mission was cancelled due to lack of helicopters
- During the evacuation, one of the helicopters collided with its C-130 refueler and set off an explosion
 - Both aircraft were immediately engulfed in flames in which eight crew members died and five other members of the team were injured
- Eventually, in the resulting confusion and panic, everybody hastily loaded onto the other C-130s and evacuated the site
- 5 fully-functional helicopters, an extensive array of classified photographs and documents, and eight dead servicemen were left behind

FOLLOW UP QUESTION (FUQ): WHY DID THIS MISSION GO SO WRONG?

AR:

- No unity of command--there were three component commanders and one Joint Task Force (JTF) Commander
 - No single mission commander was ever designated
- The three components never trained together before the mission
- We didn't know if Iran could monitor our radios--and didn't try to find out. Instead, we tried to maintain total radio silence
- Helicopters were supposed to use light signals for communication--so when they got separated in a dust storm, each separate element lacked vital info
- If they hadn't tried to achieve total radio silence, 6 operational helicopters might have made it to Desert One. Also, better communications among the forces on the ground at Desert One might have prevented some confusion

(INTERNAL TRANSITION): OPERATION EAGLE CLAW WAS A FAILURE FOR MANY REASONS. BUT OF COURSE, WE IDENTIFIED THESE PROBLEMS AND CORRECTED THEM BEFORE OUR NEXT MAJOR JOINT OPERATION, RIGHT??? NOT EXACTLY!

[SLIDE]



Now, let's take a look at the next major Joint operation--Operation URGENT FURY.

LOQ: WHAT WAS OPERATION URGENT FURY? RECAP SOME OF THE DETAILS FROM THE READING.

AR:

- On 25 October 1983, members of the US military invaded the island nation of Grenada
- President Reagan sent troops after the murder of Prime Minister Maurice Bishop and the subsequent collapse of the government
- The Marines covered the northern half of the island while the Army Rangers covered the south
- The Army was to secure a runway in the south, secure the safety of American medical students, and bring the capital, St Georges, under control
- The Marines were to secure the small airport at Pearls, protect the Grenadian Governor General (who was under house arrest), and capture the government radio station
- All main objectives were accomplished within three days

FUQ: WAS THIS OPERATION A SUCCESS?

AR:

- Yes, the US military achieved all of Operation URGENT FURY's main objectives--the operation was a success
- **However**, the difficulties that arose during this operation highlighted weaknesses in the ability of the Services to fight jointly

FUQ: WHAT DID THE UNITED STATES LEARN DURING THIS OPERATION?

AR:

- Our forces didn't know how to fight jointly
 - For instance, the Navy would not allow Army helicopters to land on Navy ships to refuel, because the Army was not "qualified" according to Navy regulations
 - Many examples of this lack of interoperability arose during the operation

- The mission was split between two services because that's the way we trained--the Marines in the northern half of the island, the Army in the south
- Communication was a major problem
 - The two ground forces (Army & Marines) couldn't talk to each other
 - The ground forces couldn't talk to the Air Force

(TRANSITION): CONGRESS DIDN'T THINK THE DEPARTMENT OF DEFENSE HANDLED EITHER ONE OF THESE OPERATIONS VERY EFFECTIVELY. AFTER OPERATION EAGLE CLAW, THEY GAVE THE SERVICES A CHANCE TO "GET THEIR ACT TOGETHER," BUT SERVICE IN-FIGHTING PROVED TOO GREAT TO OVERCOME. THEN, SOMETHING HAPPENED TO BRING ABOUT TRUE DOD REORGANIZATION, AT LAST.

c. MP II: Goldwater-Nichols Act Impact: 0:15 (0:30)

[SLIDE]



LOQ: WHAT HAPPENED TO CHANGE THE WAY THE SERVICES PLAN FOR JOINT OPERATIONS?

[BUILD]

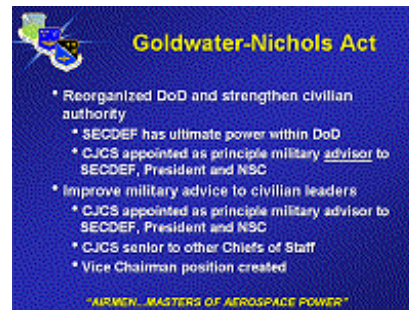
AR:

- After Operation URGENT FURY, Congress acted by passing the Goldwater-Nichols Department of Defense Reorganization Act of 1986.

{Instructor Note: Ask the following question, allow students to answer, then review the material on the slides, ensuring all of it is covered.}

FUQ: WHAT WERE THE MAJOR CHANGES BROUGHT ABOUT BY THE GOLDWATER-NICHOLS ACT OF 1986?

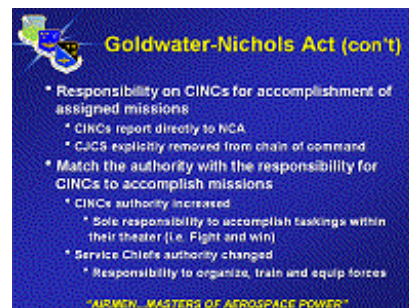
[SLIDE]



AR:

- The Goldwater-Nichols Act (GNA) Reorganized the Department of Defense (DOD) and strengthened civilian authority
 - Secretary of Defense (SECDEF) given ultimate power within the DOD
 - Chairman of the Joint Chiefs of Staff (CJCS) appointed as the principle military advisor to the National Command Authorities (NCA = the President and Secretary of Defense)--this became the Chairman's main statutory responsibility
- Improved military advice to civilian leaders
 - Same as above - CJCS appointed as military advisor to the NCA
 - CJCS senior to other Chiefs of Staff - designed to help eliminate some of the service parochialism; the Chairman represents all services
 - Vice Chairman position created to assist the CJCS and to serve as Chairman in the absence of the CJCS

[SLIDE]



AR [cont'd]:

- Placed responsibility for accomplishment of Joint operations on CINCs
 - CINCs report directly to NCA--before the GNA, CINCs had to go through their Service chiefs and CJCS. This created in-fighting when it came to Joint operations because everyone wanted a piece of the pie

- CJCS explicitly removed from chain-of-command--this removed an extra step from the command structure that was unnecessary and had hindered command and control during operations
- Matched the authority with the responsibility for CINCs to accomplish missions
 - CINCs given sole responsibility to accomplish taskings within their theater and to do whatever it takes to fight and win the operation--eliminated in-fighting over which service should do what (at least in theory)
 - Service Chiefs authority changed
 - Service Chiefs would get the forces ready to fight (i.e., “organize, train, and equip”)
 - But the CINCs would plan and execute all operations

{Instructor Note: These slides are a little busy. However, they were designed to come straight from the reading. The changes will be summarized visually in the next slide. The major changes were:

- *CINCs report directly to NCA*
- *CINCs gain authority to help them carry out taskings*
- *CJCS tasked as an advisor to the NCA*
- *CJCS senior to other Chiefs of Staff*
- *Vice CJCS position created*

If the students are confused, proceed to the next slide and answer remaining questions after showing the slide.}

(INTERNAL TRANSITION): LET’S USE A “WIRING DIAGRAM” TO SUMMARIZE THE CHANGES WE JUST DISCUSSED.

[SLIDE]



LOQ: WHO IS AT THE TOP OF THE COMMAND STRUCTURE?

[BUILD]

AR:

- The National Command Authorities (NCA = the President and Secretary of Defense)

FUQ: WHAT ROLE DOES THE CJCS PLAY IN THIS COMMAND STRUCTURE?

[BUILD]

AR:

- The Chairman (CJCS) is an advisor to the NCA

[BUILD]

FUQ: WHERE DO THE UNIFIED COMBATANT COMMANDERS--THE CINCS--FALL IN THIS RELATIONSHIP?

[BUILD]

AR:

- They report directly to the NCA on all Joint operations

FUQ: WHAT ARE THE CINCS' DUTIES?

[BUILD]

AR:

- Organize/employ commands and forces assigned to them (this includes planning for these operations)
- Direct military operations
- Direct joint training

FUQ: WHICH TWO WORDS SUM UP THE CINCS' DUTIES?

[BUILD]

AR:

- “Plan” and “fight” (or “execute”)

FUQ: WHERE DO THE SERVICE SECRETARIES FALL IN THIS COMMAND STRUCTURE?

[BUILD]

AR:

- They report directly to the NCA on issues other than military operations

FUQ: WHERE DO THE SERVICE CHIEFS FALL IN THIS COMMAND STRUCTURE?

[BUILD]

AR:

- They report to the Service Secretaries
- Notice that all chains start with a civilian

{Instructor Note: This is an important aspect of our system for DoD personnel to remember: All chains of command start with a civilian.}

FUQ: WHAT ARE THE SERVICES CHIEFS’ DUTIES?

[BUILD]

AR:

- Organize, train, and equip forces

FUQ: WHICH ONE WORD BEST DESCRIBES THE CHIEFS’ DUTIES?

[BUILD]

AR:

- Administrative (i.e., things other than military operations)

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): WE'VE SEEN THAT THE CINCS ARE RESPONSIBLE FOR PLANNING AND IMPLEMENTING JOINT OPERATIONS. THE CINCS' JOINT STAFFS CREATE THESE PLANS. LET'S LOOK AT THE DIVISIONS OF THESE JOINT STAFFS.

d. MP III: Joint Staff Division Structure: 0:05 (0:35)

[SLIDE]



LOQ: HOW MANY DIVISIONS DOES A JOINT STAFF HAVE?

[BUILD]

AR:

- Generally, at least six--but this can vary based on different staff requirements

FUQ: STARTING WITH J-1, WHAT ARE THE DIVISIONS AND WHAT DO THEY DO?

AR:

- [BUILD] J-1; Personnel - charged with manpower management, formulation of personnel policies, and supervision of admin of personnel
- [BUILD] J-2; Intelligence - supports the command and the staff by ensuring the availability of reliable intelligence and timely indications and warnings
- [BUILD] J-3; Operations - plans, coordinates, and integrates operations

- **[BUILD] J-4; Logistics** - charged with formulation of logistics plans with the coordination and supervision of all logistics functions
- **[BUILD] J-5; Plans** - assists the commander in long-range or future planning, preparation of campaign and joint operation plans, and associated estimates of the situation
- **[BUILD] J-6; Communications** - responsible for communications, electronics, and automated information systems

{Instructor Note: Several ABC lessons focus on tasks performed by the J-5, Plans division. For instance: A1430, Joint Planning Systems; A1440, Deliberate and Crisis Action Planning; A1610, The JAOP (Joint Air Operations Plan). The students also develop a JAOP during the A1700 Phase--Blue Thunder.}

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

(TRANSITION): NOW THAT WE KNOW WHAT THE JOINT STAFF DIVISIONS LOOK LIKE, LET'S DISCUSS THE NINE UNIFIED COMMANDS.

e. MP IV: Unified Command Structure: 0:05 (0:40)

[SLIDE]



LOQ: WHAT ARE THE NINE UNIFIED COMMANDS?

[BUILD]

AR:

- SOUTHCOM - Southern Command
- EUCOM - European Command
- CENTCOM - Central Command
- PACOM - Pacific Command
- JFCOM - Joint Forces Command
- SPACECOM - Space Command
- STRATCOM - Strategic Command
- SOCOM - Special Operations Command
- TRANSCOM - Transportation Command

FUQ: WHICH OF THESE HAVE FUNCTIONAL RESPONSIBILITIES?

[BUILD]

AR:

- JFCOM - Joint Forces Command
- SPACECOM - Space Command
- STRATCOM - Strategic Command
- SOCOM - Special Operations Command
- TRANSCOM - Transportation Command

FUQ: WHICH OF THESE HAVE GEOGRAPHICAL RESPONSIBILITIES?

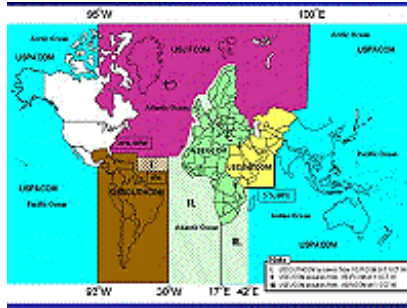
[BUILD]

AR:

- SOUTHCOM - Southern Command
- EUCOM - European Command
- CENTCOM - Central Command
- PACOM - Pacific Command
- JFCOM - Joint Forces Command

Let's look at the geographical areas on a map.

[SLIDE]



FUQ: WHY IS JFCOM LISTED TWICE?

AR:

- JFCOM has both responsibilities
- Geographic responsibility for the Atlantic Region
- Functional responsibility for the Joint integration and training of troops

INTERIM SUMMARY (Instructor Note):

1. Include students' ideas that support main points.
2. Add new information as necessary.
3. Reinforce key elements that will be needed throughout the lesson.

[SLIDE]



(TRANSITION): FINALLY, LET'S LOOK AT THE COMMAND RELATIONSHIPS ESTABLISHED BY THE COMMAND STRUCTURE WE'VE JUST DEFINED.

f. MP V: Command Relationships: 0:15 (0:55)

[BUILD]

LOQ: WHAT ARE "ASSIGNED" FORCES?

[BUILD]

AR:

- Assigned forces are those placed under the combatant command of a Unified commander by the Secretary of Defense
 - Example: All strategic airlift forces belong to USCINCTrans (Commander in Chief, United States Transportation Command)

[BUILD]

LOQ: WHAT ARE “APPORTIONED” FORCES?

[BUILD]

AR:

- Apportioned forces and resources are those made available for deliberate planning as of a certain date
 - Example: USPACOM CINC has X units, X airlift tons, X resources, etc. when planning an operation against North Korea

[BUILD]

LOQ: WHAT ARE “ALLOCATED” FORCES?

[BUILD]

AR:

- Allocated forces and resources are those provided by the NCA for execution and/or actual implementation of an operation
 - Example: USCENTCOM CINC (General Schwarzkopf) had particular forces allocated to him for executing Operations DESERT SHIELD and DESERT STORM

(INTERNAL TRANSITION): WE’VE JUST DEFINED HOW FORCES ARE DISTRIBUTED THROUGHOUT THE UNIFIED COMMANDS. NOW, LET’S LOOK AT THE DIFFERENT TYPES OF COMMAND AUTHORITY.

[SLIDE]



LOQ: WHAT ARE THE THREE DIFFERENT TYPES OF COMMAND AUTHORITY?

[BUILD]

AR:

- Combatant Command (COCOM)
- Operational Control (OPCON)
- Tactical Control (TACON)

[SLIDE]



FUQ: WHO HAS COCOM, AND WHAT IS IT?

[BUILD]

AR:

- Who: Combatant Commanders only
- Authority to organize and employ forces as necessary
- CINC is the single point of contact
- **Cannot** be delegated or transferred
- Example: USSPACECOM CINC (or any other unified commander)

[SLIDE]



FUQ: WHO HAS OPCON, AND WHAT IS IT?

[BUILD]

AR:

- Who: commanders at or below the level of combatant commander
- Authority to employ forces for duration of assigned mission
- Can be delegated or transferred
- Example: Joint Task Force Commander

[SLIDE]



FUQ: WHO HAS TACON, AND WHAT IS IT?

[BUILD]

AR:

- Who: commanders at any level below combatant commander
- Authority over forces for a limited time
- Can be delegated or transferred
- Example: Mission commander of a formation of aircraft or JFACC employing excess Marine air assets

{Instructor Note: Sometimes a non-military example is helpful in describing these command authorities. Here is a business example: The owner of a U-Haul truck franchise has COCOM over all of his or her U-Haul trucks, employees, etc. Both the owner and the store manager could have OPCON over day-to-day operations. Any person renting a U-Haul is given TACON only for the duration of the rental agreement. The instructor should be able to elaborate on this example to clarify any misunderstandings the students might have.}

[SLIDE]



(INTERNAL TRANSITION): FINALLY, LET’S CONCLUDE BY DISCUSSING THE DIFFERENCES BETWEEN A “SUPPORTED” AND A “SUPPORTING” COMMANDER.

[SLIDE]



LOQ: WHEN, FOR A PARTICULAR TASK OR TASKS, A COMMANDER IS LABELED AS THE “SUPPORTED” COMMANDER, WHAT DOES THAT INDICATE?

[BUILD]

AR:

- The supported commander has primary responsibility for all aspects of the task or tasks (assigned by the JSCP)

- Generates planning documents to accomplish the task(s)
- Needs assistance from other commanders to accomplish task(s)

{Instructor Note: Don't worry about describing the Joint Strategic Capabilities Plan (JSCP) here. We will discuss this particular document in greater detail in Lesson A1430, Joint Planning Systems. If the students ask, you can tell them it is a document created by the Chairman of the Joint Chiefs of Staff tasking Combatant Commanders to create plans for their theaters of operation.}

FUQ: WHEN, FOR A PARTICULAR TASK OR TASKS, A COMMANDER IS LABELED AS A “SUPPORTING” COMMANDER, WHAT DOES THAT INDICATE?

[BUILD]

AR:

- A supporting commander is responsible for helping the supported CC accomplish the assigned task or tasks
- Develops supporting plans
- Provides augmentation forces or other support to the supported CC

g. Conclusion: 0:05 (1:00)

1) //Summary//

[SLIDE]



In this lesson, we've gone into some depth about how Joint operations worked before and after the Goldwater-Nichols Department of Defense Reorganization Act of 1986. This Act significantly improved how we conduct Joint operations, but don't forget that we're always trying to improve our methods and doctrine. We've also discussed how our Army, Navy, Air Force, and Marine forces combine

together for Joint operations: At the strategic level, these forces form Unified Commands with either geographic or functional responsibilities (or both, in the case of JFCOM) to achieve national objectives. These Unified Commands have joint staffs that may vary in composition, but we talked about the six most common staff divisions. Also, we discussed the different command relationships exercised by the commanders of (and within) these Unified Commands.

2) //Remotivation//

Now that we've completed this lesson, you're on your way to understanding the Joint team. Soon, you'll see how the Unified Commands (in general) and the J-5 (specifically) use these command relationships to integrate the Services' forces for maximum effect in achieving national objectives: In Lesson A1430, Joint Planning Systems, we'll talk about the planning processes used to employ these Joint forces. We'll also re-emphasize that all this planning takes place at the command of the National Command Authorities (or "NCA"--the President and Secretary of Defense).

3) //Closure//

These organizational concepts are integral to the way we fight as a Joint team. Don't forget that the Services don't "fight": All the training missions you conduct and all your preparations for combat are to support the war-fighting CINC. Are you doing your best to support the combatant commander?